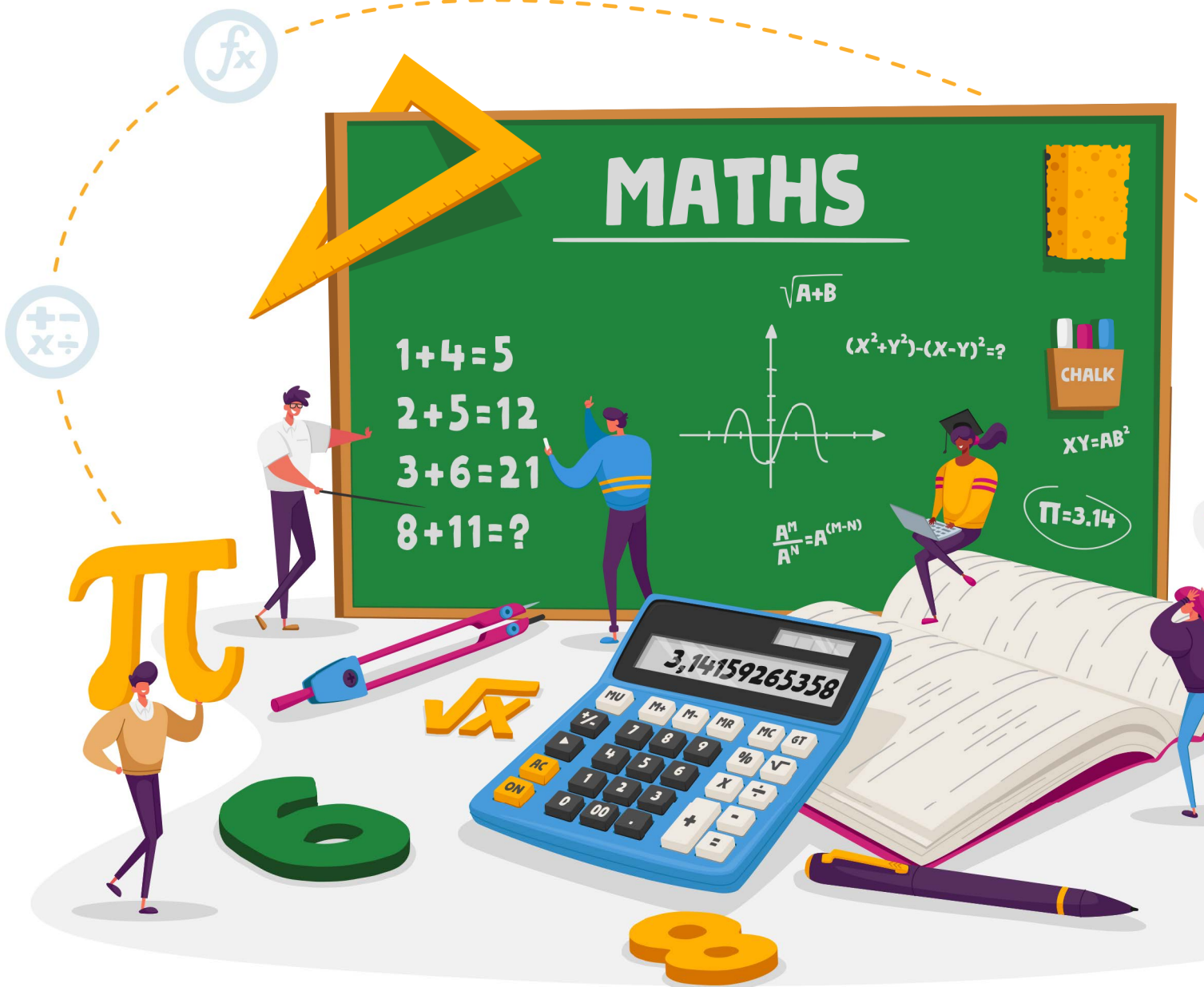


# Bulletin



Numbers, Awards, and  
Extraordinary Stories

## LDA Council 2022-2023

(As at March 2024)

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Geoff Ongley

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## LDA Publications

#### AUSTRALIAN JOURNAL OF LEARNING DIFFICULTIES

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Assistant Editor: Kim Knight

#### LDA BULLETIN

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## LDA MISSION

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research, both in the classroom and through individualised instruction.

#### THE BULLETIN

The Bulletin is published three times a year. For information about submitting articles, and for requests to reprint articles, please contact the Editor: [bulletin.editor@ldaustralia.org](mailto:bulletin.editor@ldaustralia.org).

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The views expressed in this publication are not necessarily the views of, or endorsed by, Learning Difficulties Australia.

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# From the President

## Geoffrey Ongley

I am both honoured and excited to be leading LDA into its 60th year! We remain dedicated to empowering educators through our outstanding publications, professional learning opportunities and relevant resources. Our mission to enhance teacher practice directly transforms the lives of countless students, making a lasting impact on the future of Australian education.

As we begin our new council year, I would like to share some highlights and a bit of a review of the past 12 months or so.

To start, about a year ago, we released our new 'on-demand' platform for professional learning. In more recent times we've added a curated list of professional learning for our members under 'My Courses', including free individual member-only professional learning! You now get even more out of your membership, and you can expect this curated catalogue to evolve further throughout 2025.

We've also held several highly successful events over the past 12 months, and are looking forward to new professional learning being made available in 2025, including a special 60th anniversary professional learning event later in the year.

Our publications continue to be exceptional. Our highly regarded *Australian Journal of Learning Difficulties* that has been expertly edited by Dr. Alison Madelaine, and continues to deliver on its promise to offer highly relevant research, intervention studies and academic insights. The *Bulletin*, skillfully curated by Laura Glisson, remains an indispensable

resource for teachers, and bridges the gap between research and practice.

I'm also pleased to share that the LDA Council and Executive remain stable and continue to do a wonderful job to support and manage LDA as an organisation. We've worked to reduce LDA's operating expenditure while increasing revenues, improving LDA's financial performance overall, and changing its trajectory. We expect this positive trajectory to continue into 2025.

I am excited to welcome two new members to Council, Justin McRae and Jen Robin. It is wonderful to have you on board! I would like to also thank and acknowledge our continuing members of the Executive and Council, Dr. Robyn Wheldall, Elaine McLeish, Steph Murphy, Iain Rothwell, Dr Anne Bellert, Felicity Brown, Laura Glisson, Dr. Alison Madelaine, Eleanor McMillan, Erin Rollason, and Dr. Damon Thomas; who work together from all across the country volunteering their time to support LDA. Your contributions mean so much, and also simply make this such a great organisation to be part of. Thank you!

I also want to once again send my congratulations to the winners of our 2024 LDA Awards: Emeritus Professor James Chapman, Dr Emily Jackson, Jenny Baker, and Caitlin Stephenson. If you missed any of their engaging and insightful presentations, I encourage you to watch the replays which are available now on the LDA website.

In conclusion, I would finally like to thank all our members for their continuing support of LDA. Serving LDA and its members is an honour, and I truly look forward to serving you in my second term as President as we head into 2025.

Geoffrey Ongley  
President, LDA  
[president@ldaustralia.org](mailto:president@ldaustralia.org)

Geoffrey Ongley is the Co-founder, Director and CEO of Training 24/7, as well as the CEO of Get Reading Right. Educationally,



he has completed a Bachelor of Computer Science, Master of Business Administration (Finance), and GradCert in Professional Legal Studies.

# In this issue of the Bulletin...

## Laura Glisson, Editor, LDA Bulletin

I am pleased to bring you the third edition of the Bulletin for 2024 and it is a special edition of mathematics entitled '*Numbers, Awards, and Extraordinary Stories*'. We bring you 9 excellent articles written by classroom teachers, school leaders, researchers and speech pathologists, plus two award winner recipient speeches from our 2023 LDA Awards Ceremony. A sincere thanks to our contributors for this special issue. We appreciate you generously sharing your knowledge, expertise and stories of success.

Our feature article for this special edition is by Reid Smith, titled, '*Daily Review in mathematics*'. In this article, Reid explores the concept of Daily Review in mathematics, emphasising its foundation in spaced, interleaved, and retrieval practice to enhance student learning and retention. Highlighting the approach developed by Ochre Education, it details the structured use of fact fluency and skill rehearsal slides, fast-paced engagement, and formative assessment to reinforce key concepts while addressing misconceptions efficiently.

The second article, '*What exactly is Place Value?*' by Dr Ange Rogers, underscores the foundational importance of place value in mathematics, highlighting its role in understanding numbers, operations, and broader mathematical concepts. She introduces six key aspects of place

value—naming, counting, representing, comparing, renaming, and calculating—and advocates for comprehensive teaching approaches and assessments to address gaps and misconceptions in students' understanding.

Of equal interest is '*Screening that Counts: Why Australia needs early numeracy screening – Research Snapshot*' by Kelly Norris, which advocates for the introduction of universal early numeracy screening in Australia, focusing on key components of number sense: number, number relations, and number operations.

The next article is by James Dobson, an experienced classroom teacher, school leader and instructional coach. In this piece, James shares 10 practical tips for building number sense in young learners, emphasising the foundational role it has on future mathematical success. From teaching counting patterns and one-to-one correspondence to fostering skills like subitising, partitioning, and number flexibility through games and concrete materials, these strategies help children develop a robust understanding of numbers and their relationships.

Our second feature article, '*Instruction for all abilities in the mathematics classroom*' is written by James Dixon. Here, James outlines a sequential approach to teaching in primary mathematics, emphasising clarity, explicit instruction, and scaffolding to meet the needs of all students. Key strategies include setting clear learning intentions, reviewing prior knowledge, using progressively layered examples, and employing well-structured visuals that minimise cognitive overload. Success criteria, frequent checks for understanding, and fostering small, incremental wins are highlighted as essential to building student confidence, motivation, and achievement.

Next, we have an article titled, '*Think of a number*' from Kate Palmer, Lead Speech and Language Therapist, Fairley House School in London.



Here, Kate explores the "Reading Comprehension for Maths" program, designed to support students with speech, language, and communication needs in overcoming challenges with math word problems.

The theme of mathematics is wrapped up by Erin Rollosan, who provides a summary of a recently published meta-analysis by Lin et al. (2020). The findings of this meta-analysis emphasise the importance of explicit vocabulary instruction, cognitive skills development, and tailored teaching strategies to improve math outcomes, particularly for students from lower socio-economic backgrounds.

In her article titled, '*Rethinking Tier 1 spelling instruction*', Dr Alison Madeleine explores the critical role of spelling in writing, reading, and life beyond school, highlighting its connection to effective communication and literacy development. The article emphasises the need for systematic and explicit spelling instruction that integrates phonological, orthographic, morphological, and etymological knowledge to improve spelling outcomes and support diverse learners.

Next, Elvira Kalenjuk, the 2023 LDA Tertiary Student Award recipient, provides a summary of her research on dysgraphia, an often-overlooked learning difficulty. Through her doctoral studies, Elvira explored the lived experiences of children, parents, and educators, highlighting the need for greater

awareness, tailored interventions, and systemic reform to support students with writing challenges. Congratulations, Elvira, for your impressive body of research on this topic!

To finish, we have the acceptance speeches from two of our 2023 LDA award winners - Julie Phillips (2023 LDA Mona Tobias Award Winner) and Julie Mavlian (2023 LDA Bruce Wicking Award Winner). Read about two inspiring members of our LDA community.

If you are interested in contributing to a future edition of the Bulletin, I'd love to hear from you! You can contact me at [bulletin.editor@ldaustralia.org](mailto:bulletin.editor@ldaustralia.org). Wishing you all a safe and happy end to 2024.

*Laura Glisson, Editor, LDA Bulletin*

*Laura is a Certified Practising Speech Pathologist (Speech Pathology Australia) with over 14 years experience working with school-aged children and young people with speech, language and literacy difficulties. Laura works as the Co-director and Co-founder of Tracks to Literacy, where she provides professional learning to educators and clinicians on oral language and literacy instruction, intervention and assessment. Laura also works clinically with upper primary and secondary-aged students with language, literacy and associated mental health difficulties, and is a Clinical Coordinator and lecturer in the Curtin School of Allied Health at Curtin University in Perth.*



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